2006-2007
Nevada High School Proficiency Examination in Writing

ADMINISTRATION MANUAL

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TEST ADMINISTRATOR'S RESPONSIBILITIES
HSPE in WRITING

The Test Administrator has responsibilities before, during and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The Test Administrator must be a licensed school employee.

BEFORE THE TEST:

_____ Attend the test administration refresher training at your school and discuss any questions that you may have.

_____ Read all directions for test administration in this manual and any additional handouts used in the test administration refresher training.

_____ Know your school's procedures for emergencies such as unscheduled fire drills or a student's getting sick during testing. Also know the procedures for moving students from one testing location to another if they need time beyond that which was scheduled.

_____ Check room and cover or remove any posters or materials on the walls and/or desks that might provide assistance to students. See "An Appropriate Testing Environment" for details or talk with your School Test Coordinator (STC) for further clarification.

_____ Obtain student rosters and sign-in sheets from your School Test Coordinator. (Your STC must verify student eligibility prior to testing.)

_____ Obtain any necessary accommodation information from your School Test Coordinator.

_____ Make certain that you know your school and district codes. Your School Test Coordinator should furnish this information to you.

_____ Ensure, on the day of the test, that you have all necessary materials for test administration—No. 2 pencils, scratch paper, writing test prompts, and an answer document for every student scheduled to test with your class.

_____ Check student ID against the class roster during student check-in and obtain student signatures. If using barcoded or pre-slugged answer documents, ensure that the correct answer document is given to each student.

_____ Ensure that students do not bring electronic devices into the testing session and that no personal belongings are on the desk or table tops. Whenever possible, have students store backpacks in the rear of the testing room.

DURING THE TEST:

_____ Post a "Testing" sign on your classroom door.

_____ Follow the script in this test administration manual **VERBATIM**.

_____ Make certain that TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations) have been coded on the answer documents, if applicable. Students are not to code TC, DNP, or SPC CON.

_____ Provide accommodations as outlined in the students' IEP, LEP, or Section 504 Accommodation Forms and provided to you by the School Test Coordinator.

_____ Students may not receive any assistance or use any other materials beyond those specified in the instructions. No dictionaries, reference materials or other instructional aids are allowed.

_____ Students must **NOT** be left unattended with test materials.

_____ Walk the room—actively monitor students during testing. Observe that students are writing their responses to the prompts on the correct side of the answer document.

_____ Students may **NOT** receive assistance with their writing.

_____ Prompts may **NOT** be translated into another language.

_____ Provide additional time, as needed, in a test-conducive environment. However, both topics **must** be completed the same day and students must **not** be given breaks or an opportunity to interact with their peers or to receive outside help prior to completing the test. Follow the school's plan for orderly transition from one testing situation to another, if necessary.

_____ DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW. Do not discuss, read, review, copy, reproduce or take notes on prompts. Prompts will be released once your school receives their test scores.

AFTER THE TEST:

_____ Collect and log in all materials—prompts, scratch paper, and answer documents. Students are to leave the room with only their personal belongings.

_____ Before dismissing students, ensure that the number of prompts and answer documents collected is identical to the quantities that were distributed prior to testing.

_____ Log in any unused prompts and answer documents and include them with the materials to be returned to your School Test Coordinator.

_____ Make certain that all students have completed the necessary demographic information. On all answer documents without barcoded, information must be bubbled in completely and accurately.

_____ Follow your school's procedures for sorting test materials and return them to your School Test Coordinator as soon as possible but no later than the end of the school day. Completed answer documents must be treated as secure documents and must not be left unsecured once collected from the students.

_____ Report any test irregularities **IMMEDIATELY** to your School Test Coordinator.

ADMINISTRATION PROCEDURES FOR THE HSPE IN WRITING

This manual contains a description of the procedures to be used when administering the *Nevada High School Proficiency Examination in Writing*, along with detailed instructions to be read to students. Test administrators should make sure that they read and understand these instructions thoroughly before administering the test. **During the administration of the test, the instructions beginning on page 7 in this book must be used.** Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

TESTING MATERIALS

- This *Administration Manual*

- Copies of the writing instructions and examination topics, as appropriate

- Answer documents. (Each 12th grade and adult student will use only one **raspberry pink-colored** answer document for the writing exam. Each 11th grader will use an **orange-colored** answer document.)

- A supply of No. 2 pencils with erasers

- Scratch paper

- A reliable watch or clock

TEST SECURITY

Nevada statutes specifically prohibit the disclosure of the content of examinations used in the Nevada Proficiency Examination Program except when required in specific circumstances. School officials, including test administrators and proctors, are not authorized to look at the test contents or make notes or copies of any test items. Testing sessions for the same type of test (i.e., writing) should be scheduled so that students cannot obtain test information from one another or from someone who has already taken the test.

The following steps must be taken to ensure the security of materials required for the administration of the Nevada High School Proficiency Examination Program. Unauthorized people must not gain access to tests prior to test administration. The word, *coordinator,* when italicized refers to the school test coordinator. The school test coordinator may be the principal, who has the ultimate responsibility for guaranteeing test security and proper administration of the Nevada Proficiency Examinations in the school, or a person designated by the principal who assists with those responsibilities in the school.

1. All individuals, including classroom test administrators and classroom proctors, involved in the administration of proficiency examinations must be trained regarding preparation for testing, handling test materials, and test security contained in the "Test Security" section of *Procedures for the Nevada Proficiency Examination Program 2006-2007* and in this manual for the administration of the High School Proficiency Examinations. A training session held before

testing should review these instructions, test security, and individual responsibilities, such as distributing and collecting materials, assisting students in marking the demographic information on the answer document, and checking to make certain that each student is working on the appropriate part of the test.

2.   Locked secure storage must be provided for all secure test materials—test prompts/topics and completed answer documents—while the materials are on site.

3.   The locked room or file cabinet used for the storage of materials required for the Nevada Proficiency Examination Program should not be used for the storage of other materials for which individuals other than the *test coordinator* require access. The *test coordinator* should not leave the key to the locked storage area in a location readily accessible to others.

5. Under no circumstances shall copies of testing prompts or completed answer documents be circulated among faculty, administrators, or any other persons.

6.   Examinations are not to be distributed to those who will administer the test until the prescribed date for test administration. The number of answer documents distributed to each test administrator must be recorded so that the number returned can be checked against that number. Administration manuals may be distributed the day before testing so that test administrators can familiarize themselves with test procedures.

7.   When not in secure storage, tests are not to be left unattended.

8.   On completion of testing, all materials are to be returned to the *coordinator* no later than the end of the school day on which the test is administered.

9.   Students should bring no writing materials to the test session. All required materials--#2 pencils, writing instruction sheets, answer documents and scratch paper--should be provided at the testing location. These materials must be collected from each student before he/she is allowed to leave the test room.

10. A sufficient number of classroom test administrators and classroom proctors should be provided at the testing site to adequately supervise the testing. At no time should students be left unattended with test materials during testing.

11. Examination instructions/prompts are **not** to be copied by any means without the prior authorization of the Office of Assessment, Program Accountability, and Curriculum.

Nevada statutes specifically prohibit the disclosure of the content of the Nevada Proficiency Examinations including topics used in the writing examination. The concern is twofold. First, students should have no knowledge of the topic prior to taking the test. Second, teachers should have no knowledge of the topic so that "teaching to the test" cannot occur either inadvertently or intentionally. (NRS 389.015)

PLANNING AND ADMINISTRATION

Because testing environments can affect students' scores, the following guidelines are provided for planning favorable testing environments.

Size of Testing Sessions. Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 30 students) provide better test conditions.

The Room. A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

Seating. Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample scratch paper, an answer document, and workspace in which to write.

When to Test. Within each district, all tests of the same type (i.e. writing) should be administered on a schedule that makes it impossible for students who have not taken the test to learn about the test content before they take it. The writing test must always be given on Wednesday of the designated testing week. Any other schedule must be approved by the Writing Assessment Consultant at the Department of Education.

Personnel. The examination should be administered by one person, the classroom test administrator, in each testing room with the help of as many classroom proctors as necessary. There should be at least one proctor in addition to the individual administering the test in each testing room. If the test is being administered in large groups, **at least** one proctor should be provided for every group of 30 students.

Test administrators and test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed.

Helping Students. The classroom test administrator should maintain an impartial and professional attitude. In no case should students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for marking or correcting answer documents should be answered by repeating or paraphrasing the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, useful and permissible replies include: "Follow the instructions that you were given" and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer documents for students who cheat must be submitted as invalidated tests. Students who cheat will receive a failing score, be placed in the lowest achievement level, and be referred to the district test director for further appropriate action. All instances of cheating require submission of a Report of Test Irregularity. Because of changes in AB 154, students who have their scores invalidated will be counted as participating for AYP purposes.

Devices Not Allowed. Students are not to wear headphones while taking the writing test, nor are they allowed to have pagers, cell phones, PDAs or any other electronic device on the desk or accessible during the testing as these provide possible means that students might use to receive help on the test.

Students Who Finish Early. Prior to testing, advise students to bring books or other reading materials to occupy their time if they finish early. These materials should not be on students'

desks while they are taking tests. While reading is a permissible activity, writing should not be permitted.

Books, dictionaries, thesauruses, notes, or other aids should **<u>NOT</u>** be accessible to students during *High School Proficiency Examination* testing. Items for use after the examination are to be stored away from the student work area, i.e., under desks, chairs, or tables and must not be accessed until testing materials have been collected from the student.

It is the intent of the HSPE that students not be allowed to talk with each other about the test(s). Students must not be allowed the opportunity to discuss the test with anyone. Please plan your administration schedule accordingly.

Students with special needs (IEP, Section 504, and LEP students) may qualify for the use of accommodations during the test. Your test coordinator will provide you with a list of those students and the accommodations. Check to make certain that the answer documents for any students on the list provided to you for accommodations have been coded correctly under TC (Testing Conditions).

TIME REQUIREMENTS

The *HSPE* is intended to be a measure of student proficiency, rather than of speed.   Students who are working productively should be given as much time as needed to complete the test. However, both topics **must** be completed the same day and students must **not** be given breaks or an opportunity to interact with their peers or to receive outside help prior to completing the test.

 Individual districts will need to provide a specific timeline that meets the needs of their particular situation, but all students who are working productively should be allowed to complete the test. The test coordinator will provide you with a procedure for moving students who require more time to another location. Security of test materials must be maintained during relocation, and opportunity for students to interact with anyone else must be minimized.

Almost all students will complete the writing examination within 120 minutes.

INSTRUCTIONS FOR RECORDING DEMOGRAPHIC DATA ON THE STUDENTS' ANSWER DOCUMENT

For the November administration of the *HSPE*, an answer document must be filled out and submitted for every 11th grade student[1]. For the April administration to 11th graders of the *HSPE in Writing*, only those 11th graders who did not test or who need to retake the test need to submit an answer document. The only exception concerns 11th graders new to the state who enrolled after the November administration. These students must have an answer document submitted for them whether they actually take the test or not. Only answer documents for those 12th graders and adults who are testing must be submitted.

Barcoded answer documents have been provided for most eleventh grade students who have to take the examination. All other students who take the test must fill in the demographic information required on the first page of their answer documents if they do not have a barcoded answer document.

On barcoded answer documents, the following fields must be hand-bubbled only if applicable: TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations). Most students will have nothing marked in any of these fields. The test coordinator will provide instructions for completing the TC and SPC CON boxes, if applicable. The DNP field must only be marked if a student is absent and does not take the test. If the student is absent at the beginning of the testing session and the DNP box has been marked, but shows up later, please make certain that the DNP is erased. Please see Appendix A for additional information on coding these sections.

The student will use the original barcoded answer document **unless** the school code on the answer document is incorrect. The barcoded answer documents will have the school's three digit number and the school name printed on them. If the school code in the preprinted information on the answer document is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. If any other information in the overprinting on the answer document is incorrect, it is not necessary to hand-bubble a new answer document, and the student will use the barcoded answer document to take the test.

For the purposes of these tests, students identified only as Gifted/Talented are not considered special education students.

Complete instructions for filling in the demographic data sections on page 1 of the students' answer documents are given on the following pages. They should be followed exactly. Material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the examiner and should <u>not</u> be read to the students.

Before reading the directions to students, make sure you know your district number and school number. Your School Test Coordinator should furnish you with this information. Also, note any instructions your district might have provided for filling out the STUDENT NUMBER block.

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[1] Do not submit an answer document for any eleventh grade student who took the writing examination last year and passed it but did not receive enough credits during the remainder of the year to be classified as a senior this year.

DO NOT SEPARATE THE ANSWER DOCUMENT PAGES AT ANY TIME.

It is very important that the form numbers on both sheets are identical and that both sides of the answer document are completed for every student.

When all students are quietly seated with No. 2 pencils, erasers, and scratch paper:

SAY　　**As you know, you are here to take the writing portion of the Nevada High School Proficiency Examination. I will now pass out answer documents. Some of you have an answer document with a bar-code and some information about you printed on the document. You do not have to fill out anything on this first page. Those of you without a blank answer document will have to fill in all the sections that I direct you to. Please DO NOT make any marks on your answer document until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

　　　　Distribute the answer documents.

SAY　　**You have been given an answer document on which you will be filling in your name and other information that is necessary for reporting purposes. Incorrect information in this section may result in your not getting credit for passing this test. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?** (Pause)

NAME　Blocks:

SAY　　**Position your answer document so that the student information portion is facing you**. **Locate the blocks labeled LAST NAME, FIRST NAME, AND MI, which are at the top of the first side of your answer document**. (Hold up a sample answer document and point to these blocks.)

　　　　Starting with the box on the left, print one letter of your legal last name in each box. If your last name has more than the 11 letters for which boxes are provided, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your legal first name in each box beginning with the leftmost box in this section. If there are not enough boxes, print only as many letters of your first name as there are boxes. Do not use a nickname or a shortened version of your first name. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

　　　　Pause to allow students time to fill in this information.

SAY   **Each box has a column of bubbles containing letters below it. Darken in the bubble in the first column that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If a last name contains a blank, dash, hypen, apostrophe, or other non-alphabetical character, do not record that mark on the answer document. For example, if your last name is "O'CONNOR," record only "OCONNOR" on the answer document. If your last name is JONES-SMITH, record only JONESSMITH. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?** (Pause.) **You may now darken the appropriate bubbles.**

Pause. <u>Check to make sure that each student is filling in the circles correctly.</u>

DISTRICT NUMBER (DIST #) Block:
(Note: Your School Test Coordinator will provide you with these numbers.)

SAY   **Locate the block labeled DIST # (DISTRICT NUMBER), which is at the lower left on your answer document.**   (Hold up a sample answer document and point to the correct block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause.)

SCHOOL NUMBER (SCHOOL #) Block:
(Note: Your School Test Coordinator will provide you with these numbers.)

SAY   **Locate the block labeled SCHOOL # (SCHOOL NUMBER), which is here on your answer document.** (Hold up a sample answer document and point to the appropriate block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause.)

Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause. <u>Check to make sure that each student is filling in the circles correctly.)</u>

STUDENT NUMBER Block (*Required*):

*There are nine boxes provided for the student's ID number. If the student's ID number contains fewer than nine digits, the number must be __left-justified.__ This field **must** be filled in.*

SAY   **Locate the block labeled STUDENT NUMBER, which is positioned near the center of the bottom of the page.** (Hold up a sample answer document and point to the STUDENT NUMBER box.)

           Starting with the box on the far left side, print one number of your student ID number in each box. Do not add dashes or leave spaces between series of numbers.

           Pause to allow students time to fill in this information.

SAY   **Each box has a column of bubbles below it. Darken in the bubble in the first column that has the same number as the first number of your student ID number. Repeat the process for each of the other numbers in your student ID number. Mark only one bubble in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?** (Pause.) **You may now darken the appropriate bubbles.**

BIRTHDATE Block:

SAY   **Locate the block labeled BIRTHDATE, next to the OPTIONAL block.**
           (Hold up the form and indicate the appropriate block.)

           BIRTHDATE is for recording your date of birth. In the blank box at the top of the first column, write the abbreviation for the month in which you were born. Are there any questions? (Pause.)

SAY   **Write the day of the month on which you were born in the boxes under "DAY," using the numbers 01 to 31.** (Pause.)

SAY   **Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1989, you would write 89.** (Pause.)

SAY   **Under each column for month, day and year, darken the bubble that corresponds to what you have written above. Make sure that you darken one bubble in each column, including bubbles with zeros in them where zeros have been written in the box above. For example, for 01, the left bubble containing the zero should be darkened, and the right bubble containing the one should be darkened. Are there any questions?** (Pause.)

PROGRAMS: School personnel will fill in the appropriate bubble for IEP, Former IEP, 504, LEP, Former LEP, Immigrant, F/RL, MG, T1 Target, and G/T as indicated in the Coding instructions in Appendix A.

YEARS IN SCHOOL (YIS) Block:

SAY   **Locate the block labeled YIS (YEARS IN SCHOOL).**
Fill in bubble "0" for "After CD" (After Count Day) at the top of the column if you enrolled in this school after count day of this year. If you are a student who initially enrolled in the school before count day, but you have not been continuously enrolled in this school from and including count day of this year, fill in the bubble for "O". Fill in bubble "1" for "Before CD" (Before Count Day) if you have been continuously enrolled in this school from and including count day of this year.

YEARS IN DISTRICT (YID) Block:

SAY   **Locate the block labeled YID (YEARS IN DISTRICT).**
Fill in bubble "0" for "After CD" (After Count Day) at the top of the column if you enrolled in this district after count day of this year. If you are a student who initially enrolled in this district before count day of this year, but you have not been continuously enrolled in the district from and including count day of this year, fill in the "O" bubble. Fill in bubble "1" for "Before CD" (Before Count Day) if you have been continuously enrolled in this district from and including count day of this year.

GENDER Block:

SAY   **Locate the GENDER block.** (Hold up a form and point to the correct block.) **In this block, darken the bubble next to your gender, F for Female or M for male.** (Pause.)

GRADE Block:

SAY   **Locate the GRADE block.** (Hold up a form and point to the correct block.) **In this block, darken the bubble to the left of the grade you are in.** (Pause.)

TESTING CONDITIONS (TC) Block:

School personnel will fill in the appropriate bubble to indicate the testing conditions for R (regular), A (Accommodations), or M (one or more modifications). Accommodations are available only to IEP, 504, and LEP students, as indicated on the Accommodation Forms for each group of IEP, Section 504, and LEP students. Modifications are available only for IEP students. This block does not need to be coded for students testing under standard condition with no accommodations as the scoring program will default to R.

SAY   **You will not be filling out the TC block on the answer document.**

RACE/ETHNICITY (ETH) Block:

Only one circle is to be filled in. If the student considers herself/himself to be a member of two or more groups, she/he is to fill in the space for the one group with which she/he most closely identifies.

SAY   **Locate the block labeled ETH (ETHNICITY). This block is for recording your ethnic background. The ethnic/racial groups, which I am about to describe, have been provided by the United States Department of Education. For each group, I will read the group name and the code letters of the bubble you should darken if you are a member of that group. You will fill in only one circle for the group with which you most closely identify.**

    The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the bubble containing the letter "I" in this block.

    The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian Subcontinent. This area includes, for example, China, India, Japan, and Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the bubble containing the letter "A" in this block.

    The next group is HISPANIC. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin,

regardless of race. If you are Hispanic, darken the bubble containing the letter "H" in this block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the bubble containing the letter "B" in this block.

The next group is WHITE, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the bubble containing the letter "C" in this block.

Are there any questions? (Pause.) **Check again to make sure that you have darkened only one circle in this block.**

DNP (DID NOT PARTICIPATE) Block:

School personnel will fill in this section for those students who are absent or who did not test for any other reason. (See Appendix A for instructions on filling out this information).

SAY **You will not be filling out the DNP block on the answer document.**

SPC CON (SPECIAL CONSIDERATIONS) Block:

School personnel will fill in this section for each of the groups of students that may fall into one of these categories. If a student will test using the *NASAA*, fill in the bubble S for *NASAA*. If a student takes the test using a Braille form of the test, fill in the B bubble for Braille. If the student is an immigrant student identified as LEP who is enrolled in a school in the United States for the first time, fill in the N bubble for New in Country. The New in Country students must take the test.

SAY **You will not be filling out the Special Considerations Block (SPC CON).**

SAY **Now turn to the third page of your answer document, and write your name and school name in the spaces provided at the top of the page, right here.** (Hold up an answer document and show students where.)

Immediately after writing the school name, print the school number_____. (Pause.) **(This number is on the front page of your answer document near the bottom left corner.)**

Do not separate the pages of the answer documents. They must remain intact and be returned for scoring as one document.

WRITING TEST INSTRUCTIONS

See that all students are quiet and seated and have clear desks, except for their answer documents, scratch paper, pencils, and erasers.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY   **If you finish this test early and would like to read, raise your hand, and I will pick up your test materials. After I have taken your test materials, you may read any materials you have brought with you. However, due to test security, please do not write anything, do not talk, and do not disturb anyone.**

I will now pass out the writing tests. DO NOT begin writing until you are told to do so.

Pass out the writing test instructions, then

SAY   **You have scratch paper, the writing test instructions, an answer document, and pencils on your desk. These are the only materials that you can use while taking the test. I am now going to read the instructions printed on the writing test. Please read them silently as I read them aloud.**

(Read the instructions aloud.)

You should not help students in any way with the test content, but you may define in English only, if necessary, words used in the writing prompt or answer questions that have to do with the testing procedures. Do not give examples.

SAY   **Are there any questions?** (Pause.)

When there are no more questions,

SAY   **Please write neatly and legibly so your writing can be read. Be very careful to write your response to Topic A on the side of the answer document which is labeled "Writing Test - Topic A" and write your response to Topic B on the side which is labeled "Writing Test - Topic B." It is important that you do not write outside of the areas provided for your pieces of writing. Writing outside of those areas may cause scoring problems.**

SAY   **Proficiency tests are meant to assess what you know and are able to do. You should complete the entire test. We expect most students will take between one and two hours to complete this exam. As long as the test administrator sees that you are working productively, you will be given enough time to finish the test. Are there any questions?** (Pause.) Answer any questions; then

SAY   **Again, be sure to write on Topic A on the side labeled "Topic A" and on Topic B on the side labeled "Topic B." Make sure your name and school has been written at the top of the page labeled "Topic A." You may begin.**

Immediately following the completion of the writing test, collect all answer documents, copies of the writing instructions and examination topics, and scratch paper.

If students who have completed the test in the regularly scheduled time period are to be excused from the test setting, classroom proctors must collect all test materials from those students and log them in before allowing students to leave the room. Those students who remain are not to be given a break to leave the room and return at a later time to complete their test. They must, however, be provided whatever time is needed for each student to complete the test as long as they are working productively.

<u>Follow the edit procedures listed in Appendix B of this manual</u>, and return all materials to the location designated by the school test coordinator no later than the end of the day. Completed answer documents are secure items that must be kept in locked storage. At no time are they to be left unattended where students or others have unsupervised access to them.

Copies of the eleventh and twelfth grade/adult ***Writing Instructions and Examination Topics*** may be released only after the scores for all students tested have been returned to the school.

For examples of writing prompts that have been used in previous Nevada Proficiency Examinations in Writing, please go to the Writing Assessment site of the Nevada Department of Education's website: http://www.doe.nv.gov.

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Coding Terms and Definitions
Used on Answer Documents in NPEP Assessments

This appendix provides definitions to assist school and district personnel in coding answer documents correctly. Each administration manual for the individual tests in the NPEP has specific instructions for completing each section on the answer documents. To minimize confusion, all answer documents for the HSPE, Iowa Tests, writing assessments, and CRTs have been standardized so that information is collected in the same way on each answer document.

The HSPE in Writing will use barcoded answer documents for the majority of the students who are required to test. Prior to receipt of the answer documents, school personnel must verify student demographic information as directed by their District Test Director. The fields of TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations) will have to be bubbled on the barcoded answer document, if applicable. These fields should not be filled in by the student taking the test.

The barcoded answer documents will have the school's three digit number and the school name printed on them. If the school code in the preprinted information on the answer document is inaccurate, then a new answer document must be hand-bubbled with all of the information filled in accurately and completely. If any other information is incorrect, it is not necessary to hand-bubble a new answer document. However, it is essential that the information be updated in the district's student information system as quickly as possible. Another extract will be pulled on the day of the test, and the updated information in the district's student information system will be included in the data file used for reporting scores.

An answer document for all students without a pre-printed barcoded answer document must be completely and accurately hand-bubbled.

NAMES

The student's legal first and last names along with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should also be no punctuation used in the name fields, such as hyphens or apostrophes. For example, if a student's last name is "O'CONNER", bubble "OCONNOR" on the answer document. If a student's last name is "SMITH-JONES," then "SMITHJONES" will be bubbled on the answer document.

RACE/ETHNICITY:

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which s/he most closely identifies.

Code	Race/Ethnicity
I	American Indian/Alaskan Native
A	Asian/Pacific Islander
H	Hispanic
B	Black, not of Hispanic origin
C	White, not of Hispanic origin

TESTING CONDITIONS

This section applies only to a student with an IEP, a student with a Section 504 Accommodations Plan, or a student identified as Limited English Proficient (LEP) and only if the student used accommodations on the test. See *Procedures for the Nevada Proficiency Examination Program 2006-2007,* Students with Special Needs. Please note that the use of modifications is only allowed for students with IEPs, and only if the IEP indicates that the modification is necessary for use on the assessment.

Code	Testing Condition
R	Regular conditions (no accommodations)
A	Accommodations
M	Modifications (available only to IEP students)

YEARS IN SCHOOL

Code	Years in School
0	Student who enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

YEARS IN DISTRICT

Code	Years in District
0	Student who enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

PROGRAMS

Program	Description
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act and is receiving special education and related services in accordance with a current individualized education program (IEP students identified only as Gifted and Talented are not included here.)
Former IEP	A student was previously identified as having a disability under the Individuals with Disabilities Education Act and received special education and related services in accordance with an individualized educational program (IEP).
504	A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodation plan.
LEP	A student who has been identified as such through a home language survey and an initial proficiency assessment and has not exited the ESL program.
Former LEP	A student who has exited the ESL program by achieving a "proficient" score on the English Language Proficiency Assessment (ELPA) and achieved an "approaching standards" score on a state-mandated academic assessment used for AYP. A district standardized assessment, as determined by your district, may be used in grades where there is not a state-mandated AYP academic assessment. A Former LEP student's AYP scores are counted as an LEP student for two years after exiting the program. This coding on hand-bubbled answer documents should be done only by ESL teachers/specialists.
o Exit ≤ 2 yrs	A student who is a Former LEP and has been exited from the LEP program less than or equal to two years.
o Exit > 2 yrs	A student who is a Former LEP and has been exited from the LEP program more than two years.
Immigrant	An individual (ages 3-21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full academic years. (In Nevada, an academic year is from count day to testing day.)
F/RL	A student who qualifies for the Free or Reduced Lunch Program.
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title 1 Target	A student who has been identified for services in a school receiving **Title I Targeted Assistance** funding. Note: In Nevada, most Title I students are enrolled in school-wide programs and are **not** included in this category.
G/T	A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

DID NOT PARTICIPATE (DNP)

Code	Reason for Non-participation
A	Absent: Student currently enrolled, but absent during test administration.
O	Other: Student currently enrolled, but did not participate for some other reason.

SPECIAL CONSIDERATIONS

This section will be coded only for those students described by one of these categories.

Code	Category
S	**NASAA:** Student participated in the state's alternate assessment. (NASAA).
B	**Braille:** Student used a Braille form of the assessment.
N	**New in Country:** An immigrant student identified as LEP who, during the current academic year, is enrolled in a U.S. school for the first time.

Edit Procedures for Answer documents

Check each answer document to ensure that

- there are no stray pencil marks on the test sheet timing track or in the grid areas to be read by the scanner and no stray pencil marks outside the writing area;

- all marks on the demographic sheet to be read by the scanner are marked darkly in #2 pencil; and

- all erasures are complete.

Barcoded answer documents for IEP, Section 504, and LEP students should have the TC section on the answer document filled in, if they used accommodations or modifications to take the test.

Students who were absent must have the correct bubble in DNP marked. If a student was marked absent but showed up late and took the test, the DNP bubble must not be marked.

The Special Considerations field must be filled in for those students who qualify for one of the designations.

Appropriate school personnel should have filled in the information on the demographic page for ALL students who qualify for one or more of the following programs. A student may belong to one or more of the programs and should have all programs that apply marked.

Program:

- **IEP:** A student who is identified as having a disability under the Individuals with Disabilities Education Act and is receiving special education and related services in accordance with a current individualized education program (IEP Students identified only as Gifted and Talented are not included here.)
- **Former IEP:** A student was previously identified as having a disability under the Individuals with Disabilities Education Act and received special education and related services in accordance with an individualized educational program (IEP).
- **504:** A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodation plan.
- **LEP:** A student who has been identified as such through a home language survey and an initial proficiency assessment and has not exited the ESL program.
- **Former LEP:** A student who has exited the ESL program by achieving a "proficient" score on the English Language Proficiency Assessment (ELPA) and achieved an "approaching standards" score on an AYP assessment. A district standardized assessment, as determined by your district, may be used in grades where there is not a state-mandated AYP academic assessment. A Former LEP student's AYP scores are counted as an LEP student for two years after exiting the program. This coding on hand-bubbled answer documents should be done only by

ESL teachers/specialists. If the student has exited from the program less than or equal to two years, then the bubble, "Exit ≤ 2 yrs" should be marked. If a student has exited from the program for more than two years, then "Exit > 2 yrs" should be marked on the answer document.

- **Immigrant:** An individual (ages 3-21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full years. (In Nevada, an academic year is from count day to testing day.)
- **F/RL:** A student who qualifies for the Free or Reduced Lunch Program.
- **MG:** A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
- **Title 1 Target:** A student who has been identified for services in a school receiving **Title 1 Targeted Assistance** funding. Note: In Nevada, most Title I students are enrolled in school-wide programs and are **not** included in this category.
- **G/T:** A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

Testing Conditions (TC): This column should be coded by the teacher or test administrator, and only for IEP, Section 504, and LEP students, if applicable. If a student takes the test using no accommodations, nothing needs to be bubbled in. The A (accommodations) and M (modifications) apply only to a student with an IEP and should be bubbled in only if the student uses either an accommodation or a modification that has been specified on the IEP Accommodation Form. A student with a Section 504 Plan or a student identified as Limited English Proficient (LEP) may use accommodations and then only as specified on the Accommodation forms for a 504 student or for an LEP student. See *Procedures for the Nevada Proficiency Examination Program 2006-2007,* <u>Students with Special Needs</u> for further information. If a student with an IEP, a student with a Section 504 Accommodation Plan, or a student identified as Limited English Proficient (LEP) does not qualify for the use of accommodations, nothing should be marked in this box.

- **R** if the IEP, Section 504, or LEP student tests using regular conditions (no accommodations).
- **A** if the IEP, Section 504, or LEP student tests using one or more accommodations.
- **M** if an IEP student tests using one or more modifications.

Students who are not classified as IEP, LEP, or Section 504 students should not mark anything in this section.

Student errors in coding demographic information on the answer document may result in delays, inaccurate reports, or omissions in reporting test results and may affect AYP determinations.

***In order to ensure the prompt and accurate reporting of results of the High School Proficiency Examinations, school-level personnel must check the recording and coding of the following information on all answer documents prior to packing the documents for scoring. If a barcoded answer document has an incorrect school

number in the visible information, then a new answer document must be hand-bubbled. (See Coding Instructions, Appendix A)

CHECKS ON THE DEMOGRAPHIC PAGE:

1. **<u>First and Last Name Blocks: Required.</u>** Must not be blank or contain unintentional blanks. ***Each must be left justified.*** Students must use their legal first and last names on the answer documents. **Most common problems:** 1) Name is not left-justified - First letter of name not coded in leftmost column. 2) Somewhere within the name, a column is skipped or two successive letters are coded in the same column. 3) Name is entered in the blanks provided, but is not coded in the bubbles. 4) Student uses a name other than his/her legal name.

2. **Middle Initial:** Coded in last column of name block. **Most common problems:**

    1) Middle initial is coded in some other column. 2) Two bubbles are filled in.

3. **District Number and School Number: <u>Required.</u>** Your test coordinator should have provided these numbers to you prior to testing. They must be coded correctly if results are to be reported to the correct school and district. Note that numbers were revised this year, and your number may have changed. Please check carefully**. Most common problem:** Bubbles filled in incorrectly or not at all.

4. **<u>Student Number: Required.</u>** <u>The scoring program for these examinations requires that a student ID number be entered here. It must be left justified. The first digit must be other than a zero.</u>

5. **Date of Birth: <u>Required.</u>** Birthdates are used to distinguish students with identical names in state roster report. **Most common problem:** Digits not bubbled in appropriate columns or date of test instead of date of birth entered in this block.

6. **Gender: Most common problem:** Neither possibility is coded.

7. **Grade: <u>Required.</u>** The GRADE section may not be blank, and only one may be selected. Reports are generated using the grade coded by the student. Incorrect coding will result in the generation of incorrect reports for the school and district.

8. **PROGRAM and Testing Conditions (TC):** The PROGRAM section should be filled in only for students who fit into one of these categories. The TESTING CONDITIONS section should be filled in only for IEP, LEP, or 504 students. If nothing is bubbled in this section, the program will default to R for Testing Conditions. The special codes are used for special education (IEP), ELL (or LEP), 504, Migrant (MIG), and free/reduced lunch (FRL) categorization. More than one bubble may be filled in for Population. Only one testing condition will apply.

9. **Years in District (YID) and Years in School (YIS):** Entered by student. Only one possibility may be coded.

10. **Ethnicity: Most common problem:** More than one possibility is coded.

CHECKS ON THE WRITING TEST PAGE:

Ensure that student name and school name are legible on the Topic A page. Also make sure that there are no stray marks in the timing marks along one edge of each page, in the scoring area at the bottom of each page, or in the marked serial code number block in the margin on the last page.

NEVADA HIGH SCHOOL PROFICIENCY

EXAMINATION IN WRITING

SCORING GUIDE

STUDENTS SHOULD BE REWARDED FOR WHAT THEY DO WELL IN
RESPONSE TO THE TOPICS.

All responses are to receive an appropriate score.

Readers should remember that papers were written within the constraints of a time
limit (120 minutes for both topics) and without the use of a dictionary.

Papers that fall into the following categories **MUST** be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**
  **Off-topic papers are those whose content does not correlate with the
  assigned topic, not merely those in which the writer appears to have
  misunderstood the assignment.**

- **THE PAPER CONTAINS OBSCENE OR EXTREMELY
  OBJECTIONABLE MATERIAL.**

- **THE PAPER IS BLANK.**

- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR
  EVALUATION.**

- **THE PAPER IS WRITTEN IN A FOREIGN LANGUAGE.**

SCORE "SIX"	SCORE "FIVE"	SCORE "FOUR"
A six paper is superior. It exemplifies **ALL OR MOST** of the following:	A five paper is distinctly above average. It displays **ALL OR MOST** of the following:	A four paper is adequate. It exhibits **ALL OR MOST** of the following characteristics:
- Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight. - Clarifies and defends or persuades with precise and relevant evidence; clearly defines and frames issues.. - Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme. - Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner. - Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect. - Commits few, if any, errors in standard English rules for grammar/usage and mechanics.	- Focuses and develops ideas in an effective and detailed manner. - Defends and/or persuades with important and relevant evidence; defines and frames issues. - Organizes ideas clearly and coherently using structures appropriate to purpose. - Communicates a sense of commitment to the topic and to the audience's involvement. - Uses varied sentence structure and word choice effectively. - Commits few errors in standard English grammar/usage and mechanics.	- Adequately focuses and develops ideas with detail. - Defends and/or persuades with support and clarity, using relevant evidence. - Organizes ideas in a satisfactory manner with adequate coherence and logic. - Uses a voice that is appropriate to audience and purpose. - Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable. - Commits some errors in standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.
SCORE "THREE"	SCORE "TWO"	SCORE "ONE"
A three paper is inadequate. It is clearly flawed in **SOME OR ALL** of the following ways:	A two paper is very weak. It reveals serious and persistent problems in communication. It compounds the weaknesses of the 3 paper in **SOME OR ALL** of the following ways:	A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates **SOME OR ALL** of the following:
- Focuses, but may not display mature or well-developed content. - Attempts defense or persuasive stance but position is unclear and/or evidence is brief, tangential or based solely on personal opinion. - Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. - Lacks sincerity of purpose in the writer's attempt to involve the audience appropriately. - Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate. - Contains flaws in standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions.	- Lacks focus and development; may list items with little or no supporting detail. - Defends or persuades from a stance that is unclear or absent; evidence is vague or missing. - Contains serious flaws in structure, organization and coherence. - Attempts, but fails in the writer's attempt to involve the audience appropriately. - Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate. - Displays consistent violations in standard English rules of grammar/usage and mechanics that impede understanding.	- Simply repeats the topic or fails to provide adequate development. - Fails to establish a position and/or develop persuasive view; evidence is not apparent. - Shows almost no structure, organization or coherence. - Does not address the audience appropriately. - Uses limited and/or immature sentence structure and word choice. - Overwhelms the reader with serious violations of standard English rules, grammar/usage and mechanics.

Revised 5/30/00